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ABSTRACT

This paper presents the results of a pilot study of African American public administrators' attitudes toward cultural diversity management in the Fall of 1995. It is based on an open-ended national survey that was mailed to 394 federal, state, and local African American public administrators. The study asked respondents about the special knowledge and skills needed by administrators in managing a culturally diverse workforce and about programs that their agencies have developed to manage a culturally diverse workforce. Strategies of developing managerial competencies among women and minority employees were also examined. The small response rate (n=27 completed questionnaires) does not allow for substantive theoretical analyses; however, descriptive presentations of data are given. The paper provides suggestions for the development of a comprehensive national study of African American public administrators' attitudes toward cultural diversity management. A copy of the survey form is included. (Contains 61 references.) (MDM)

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# AFRICAN AMERICAN PUBLIC ADMINISTRATORS AND CULTURAL DIVERSITY MANAGEMENT: FINDINGS OF A PILOT STUDY*

A RESEARCH REPORT FROM

## *THE CENTER FOR GOVERNMENTAL SERVICES*

DEPARTMENT OF POLITICAL SCIENCE

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# AFRICAN AMERICAN PUBLIC ADMINISTRATORS AND CULTURAL DIVERSITY MANAGEMENT: FINDINGS OF A PILOT STUDY*

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Abstract

Title: **AFRICAN AMERICAN PUBLIC ADMINISTRATORS AND CULTURAL DIVERSITY MANAGEMENT: FINDINGS OF A PILOT STUDY**

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This research report presents the findings of a Fall 1995 pilot study of African American Public Administrators' attitudes toward cultural diversity management conducted by the Center for governmental Services of Indiana State University. The researchers obtained a list of those African American administrators from a national biographical directory of African Americans. A specially designed questionnaire was mailed out to 394 persons identified in the directory as Federal/State/Local public administrators. This working paper is based upon the responses in 27 completed questionnaires received through this pilot mail survey. The survey instrument included questions on "managerial competencies" and "strategies of developing managerial competencies among women/minority employees." The findings of this pilot study suggests the feasibility of conducting a large-scale mail survey of African American public administrators using biographical listings.

(I)

## INTRODUCTION

Prof. Golembiewski's recent work on managing diversity in work organizations has suggested the need for Public Administration researchers to continue their inquiries into "cultural diversity in workplace." (Golembiewski, 1995). Ongoing studies at the Center for Governmental Services at Indiana State University have produced some interesting preliminary results about managerial competencies needed for by the public managers to be effective in public agencies with employees having diverse cultural attributes (see Golembiewski's, discussion of Indiana State findings in his 1995 book p. 63). Related research studies conducted by the Center for Public and International Policy Research in the School of Public Administration at Kentucky State University also provide some interesting empirical findings that are relevant to our understanding of the expectations of employees with diverse attributes in public organization (Osborne, 1994). The research reported in this working paper is an attempt to continue inquiry about cultural diversity in work organizations for the benefit of those public managers of who are still asking a grand question - **How can I be an effective manager in a culturally diverse workplace?** This paper reports the findings of a pilot study of African American public administrators conducted in Fall '95 at Indiana State University.

(II)

## THEORETICAL CONCERNS

A basic assumption of this paper is that we do not know enough about the work-related attitudinal orientations of "diverse employees" in work organizations. A search of literature shows some studies that enlighten us about the views and values of women and minority employees (e.g. Arroba, 1988; Bremer, 1988; Mohapatra and Mohapatra, 1994). Researchers still need to know more about managing diversity from the perspective of women and minority employees. This theoretical concern has provided the foundation of the empirical research reported in this working paper.

The present inquiry has focussed upon two central theoretical concerns.

1. **Managerial competencies needed for being effective in managing a diverse workforce.**
2. **Strategies of developing managerial competencies among women and minority employees within the organizations.**

Both of these concerns are somewhat related although there are some differences. The first concern is somewhat universalistic search for managerial competencies and the second is more focused on the developmental needs of the women and minority employees who may be candidates for future managerial positions. For the purpose of this research we have limited our concern with the African American public administrators.

(III)

## RESEARCH OBJECTIVE

The specific objective of this study centers around two research questions.

1. How do the African American public administrators perceive the importance of managerial competencies of public managers in relation to the diverse workforce of the year 2000?

2. How do the African American public administrators feel about the effectiveness of strategies in developing managerial competencies among women and minority employees?

(IV)

## DATA SOURCES AND METHODOLOGY

Previous studies by the Center for Governmental Services, Indiana State University had conducted mail surveys of Indiana administrators, (Mohapatra et. al., 1991), Midwestern Administrators ( Mohapatra et. al., 1993) urban administrators, (Choudhury, 1996), and MPA faculty members about cultural diversity (McDowell et. al, 1993). The surveys conducted at Kentucky State University had also dealt with managerial competencies around MPA curriculum (Osborne et. al. 1994, Daniels &Rose, 1991, Mohapatra et. al. 1990, Woods, 1992). The questionnaires used in all these studies were consulted to design a mail questionnaire for African American public administrators (see appendix). A national listing of black Americans was obtained to prepare a purposive sample of African public administrators who were listed in this directory. It resulted in a total number of 394 individuals who were eligible to be included in the sample for this survey. In the Fall of 1995 all these 394 persons were mailed the survey questionnaire. This pilot study data is based upon 27 completed questionnaires received by the December, 1995.

(V)

## DATA ANALYSES AND DISCUSSIONS

This working paper based upon the pilot study of a small number of respondents (N=27) will provide descriptive presentations of data without analyses and interpretations. Upon completion of the follow-up survey with a larger database such analyses and interpretation will be feasible. Table No. 1 presents a general profile of the respondents African American Public Administrators. A majority of them (66%) held an advanced college degree and worked for state and local agencies (74%). The gender distribution was: Male (51.9%) and Female (48.1%). Nearly 60% held merit system positions in government agencies. A majority (55%) had worked in government agencies for more than 15 years. Only less than half of these administrators (44%) had either a degree or some education at a Historically Black College/University (HBCU). The

Table No. 2 provides a list of 12 HBCUs with which these respondents were associated. The current job titles of the respondents African American Public Administrators is listed in Table No.3.

The table No. 4 tabulates the responses of these Administrators to a question about their familiarity with cultural diversity literature. It also shows some variations among the Administrators based upon gender and HBCU affiliations reported by them.

Table No. 1

**PROFILE OF THE AFRICAN AMERICAN ADMINISTRATORS**

**GOVERNMENTAL LEVEL EMPLOYED**

| | |
|---|---|
| Federal | 22.2% (6) |
| State | 37.0% (10) |
| Local | 37.0% (10) |
| Missing Data | 3.7% (1) |
| Total | 100% (27) |

**HBCU EDUCATION**

| | |
|---|---|
| HBCU /graduate or attended | 44.44% (12) |
| No HBCU association | 55.55% (15) |
| Total | 100% (27) |

**GENDER**

| | |
|---|---|
| Male | 51.9% (14) |
| Female | 48.1% (13) |
| Total | 100% (27) |

**YEARS OF SERVICE IN GOVERNMENT AGENCIES**

| | |
|---|---|
| 10 yrs or less | 18.5% (5) |
| 10-15 yrs | 22.2% (6) |
| 16-20 yrs | 18.5% (5) |
| 20+ | 37.0% (10) |
| Missing data | 3.7% (1) |
| Total | 100% (27) |

**EDUCATIONAL BACKGROUND**

| | |
|---|---|
| MPA | 7.4% (2) |
| Other Master's degree | 40.7% (11) |
| Incomplete Ph.D. | 7.4% (2) |
| J.D. | 11.1% (3) |
| Bachelor's degree | 25.9% (7) |
| Missing data | 7.4% (2) |
| Total | 100 (27) |

**NATURE OF CURRENT APPOINTMENT**

| | |
|---|---|
| Elected Official | 14.8% (4) |
| Political Appointee | 11.1% (3) |
| Merit Employee | 59.3% (16) |
| Missing Data | 14.8% (4) |
| Total | 100% (27) |

Table No. 2

**HISTORICALLY BLACK COLLEGE/UNIVERSITY AFFILIATION REPORTED BY RESPONDENT AFRICAN AMERICAN PUBLIC ADMINISTRATORS**

Alabama A & M University
Benedict College
Bethune-Cookman College
Clark/Atlanta University
Fayetteville State University
Florida A & M University
Howard University
Morehouse College
Morgan State University
North Carolina A & T University
North Carolina Central University
Southern University

Table No. 3

**JOB TITLES OF RESPONDENT AFRICAN AMERICAN PUBLIC ADMINISTRATORS**

Administrative Assistant
Administrator of Weatherization Program
Assistant City Manager
Commissioner
Deputy City Manager
Deputy Director
Director Office of Equal Opportunity
Director of Economic Development
Director of Planning
District EEO Review Officer
Equal Employment Opportunity Specialist
Human Relations Officer
Human Resource Director
Human Rights Director
Personnel Management Specialist
Personnel Office Director
Program Manager
Risk Manager
Staff Attorney

Table No. 4

**AFRICAN AMERICAN PUBLIC ADMINISTRATORS' FAMILIARITY WITH CULTURAL DIVERSITY LITERATURE***

| Survey Responses | All Respondents N = 27 | Women Respondents N = 13 | HBCU Affiliated Respondents N = 14 |
|---|---|---|---|
| Very familiar | 29.6% (8) | 23.1% (3) | 35.7% (5) |
| Somewhat familiar | 48.1% (13) | 46.2% (6) | 50% (7) |
| Not familiar | 22.2% (6) | 30.8% | 14.3% (2) |
| No response | 0% | 0% | 0% |
| **Total** | 100% | 100% | 100% |

* Survey question: How familiar are you with current writings about "cultural diversity projected in workforce: 2000? (e.g. Hudson Institute's study titled "Workforce 2000: 1987").

We have listed below the actual responses of the Administrators to two open-ended survey questions.

Q-6 In your opinion, what special knowledge and skills are needed by individual administrators in managing a culturally diverse workforce in your agency? (open-ended responses)

"An understanding of the differences and similarities of people regarding their nationalities, religions and cultural attributes."
"Need new knowledge and skills for workforce diversity."
"Strong inter-group relations skills and knowledge of race relations."
"Listening skills are crucial and ability to be both sensitive and candid."
"Knowledge of cultural/ethnic background and needs of various ethnic groups in society."
"EEO Regulations"
"Diversity training"
"In an ethnically diverse workplace administrators must acquire a basic knowledge of cultural mores that enable positive interaction with all employees"
"Become culturally aware of your workplace."
"Managers and leaders need to confront their own bias."
"Sensitivity, awareness and strong personality"
"Awareness of social values of various racial and ethnic groups in essential. Good communication skills are necessary for an administrator to be successful in managing a culturally diverse workforce."
"Sensitivity to issues pertinent to women/minorities. Lead by examples, compromise, vision, creative problem solving, maintaining diversity training, team building and conflict resolution."

"Keep EEO"
"They need to understand the people they are providing service for. Need to have experience first hand the community and their concerns and be willing to listen."
"Open minds and willingness to change"
"Skills on effecting direct change"
"Coaching and counseling techniques"
"Rid themselves of stereotypes"
"Become more pleasant of others"
"Understand other cultures"
"Negotiation skills"
"Experience in working with diverse groups"
"Awareness, sensitivity and consistency"
"Democratic work ethic"
"Knowledge of cultural history of workforce inhabitants"

Q No. 4 Is your agency developing any specific plans to manage the culturally diverse workforce of the year 2000? If so, briefly describe below elements of the plans that you think are important. (open-ended answers)

"Monthly workshops. They were attended sometimes reluctantly"
"Identification of applicant pool. Non-traditional recruitment efforts"
"Training programs for management and employees"
"Diversity training part of staff orientation"
"Trying to promote minorities, make sure they are in all levels and all departments"
"My agency mirrors the community population. By including all ethnic groups in workforce."
"We have a plan, but no serious efforts to implement such a plan"
"Culturally diverse workshops and seminars are being provided for officials, managers and supervisor"
"No" "None"
"Not that I know of"
"Created a diversity committee"
"Developing cultural competency levels among our direct care staff"
"Plans are being considered to have administrators be creative/innovative in developing ways and means to improve the level of cultural/ethnic diversity in the workplace"
"Innovative recruitment strategies to hire meritorious women/minorities"
"Prepare to help managers/employees understand, respect and value each other's differences"

Table No. 5

**AFRICAN AMERICAN PUBLIC ADMINISTRATORS' PERCEIVED IMPORTANCE OF MANAGERIAL COMPETENCIES***

| MANAGERIAL COMPETENCIES FOR PUBLIC ADMINISTRATORS | RANK ORDER | PERCENTAGE SAYING VERY IMPORTANT |
|---|---|---|
| Assertiveness | 10 | 37% (10) |
| Building teamwork in the work group | 1 | 100% (27) |
| Commitment to democratic values | 3 | 77.8% (21) |
| Counseling and disciplining employees | 3 | 77.8% (21) |
| Designing research studies or program evaluations | 10 | 37.0% (10) |
| Developing monetary budgets | 9 | 40.7%(11) |
| Evaluating employee productivity | 5 | 70.4% (19) |
| Influencing superiors and peers | 6 | 66.7%(18) |
| Interpersonal communication | 1 | 100%(27) |
| Knowledge of legal processes | | 37%(10) |
| Knowledge of managerial ethics | | 81.5%(22) |
| Knowledge of participative decision-making | 4 | 74.1%(20) |
| Managing conflict in the work group | 2 | 88.9%(24) |
| Managing diversity in the workplace | 1 | 100%(27) |
| Mentoring employees in career development | 6 | 66.7%(18) |
| Presentation skills | 5 | 70.4%(11) |
| Problem solving and decision making | 2 | 88.9%(24) |
| Representing your agency to external constituencies | 6 | 66.7%(18) |
| Time management skills | 7 | 63%(17) |
| Understanding the social and political environment | 3 | 77.8%(21) |
| Using computer packages (e.g., spreadsheets, data bases, Internet, Web pages) | 8 | 48.1%(13) |

*Survey question: Listed below are some general managerial competencies that have been considered as important for public administrators. In you personal opinion, how important would these be for the public administrators supervising the employees in workforce 2000? (check each item, very important, somewhat important, non important).

Table No. 6

**AFRICAN AMERICAN PUBLIC ADMINISTRATORS' PERCEIVED EFFECTIVENESS OF STRATEGIES IN DEVELOPING MANAGERIAL COMPETENCIES AMONG WOMEN AND MINORITY EMPLOYEES***

| STRATEGIES | PERCENTAGE SAYING VERY EFFECTIVE | RANK ORDER |
|---|---|---|
| Encourage them to participate in-house leadership training program. | 70.37% (19) | 4 |
| Encourage them to enter university-based managerial degree programs (e.g., MPA, MBA, MSW). | 40.74% (11) | 9 |
| Encourage them to join in-house public management training programs (workshops). | 77.77% (21) | 2 |
| Providing them with informal on-job training to develop managerial competencies. | 81.48% (22) | 1 |
| Developing in them general political sensitivity. | 48.14% (13) | 7 |
| Encourage them to join professional groups and attend meetings/workshops organized by these groups. | 48.14% (13) | 7 |
| Encourage them to establish political contacts outside the agency. | 37.03% (10) | 10 |
| Mentoring them about career development options in the public sector. | 59.25% (16) | 5 |
| Assist them in networking with other minority/women employees. | 74.07% (20) | 3 |
| Recommend to them reading of professional periodicals in their field of work. | 51.85% (14) | 6 |
| Encourage them to develop their public relations/presentation skills. | 74.07% (20) | 3 |
| Encourage them to develop their global perspectives through readings of international issues. | 44.44% (12) | 8 |
| Encourage them to look for managerial jobs at other levels of government (e.g. state/federal). | 44.44% (12) | 8 |
| Encourage them to look for managerial jobs outside the public sector (e.g. private/non-profit). | 40.74% (11) | 9 |

* Survey question: Listed below are some general managerial competencies that have been considered as important for public administrators. In your personal opinion, how important would these be for the public administrators supervising the employees in workforce 2000?

The Table No. 5 reports the responses of the African American administrators about managerial competencies. a list of 21 managerial competencies were included in the survey questionnaire. For the purpose of this paper, only "percentage saying very important" has been reported. (See Golembiewski, 1995, Table No. 3.1 p. 63 for Indiana State University research findings on Midwest Administrators).

The Table No. 6 reported the responses of African American administrators about strategies in developing managerial competencies among minority/women employees. Again we have reported only the percentage saying very effective for the purpose of this paper. (See McDowell et. al., 1993, for Indiana State University research on MPA faculty members views on this issue).

(VI)

## CONCLUSIONS

Our conclusions in this paper would be more methodological rather than substantive. The small response rate does not allow for substantive theoretical analyses. This pilot study demonstrates the feasibility of conducting survey research among African American Public Administrators about their orientations toward cultural diversity management. A comprehensive national study could be designed using multiple sampling procedures to identify a large population of African American administrators. An Historically Black College/University with research interest in this field should become an equal institutional partner in such a unique future study to generate adequate database. The Center for Governmental Services of Indiana State University is planning collaborative research in this field with the School of Public Administration of Kentucky State University.

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**A 1995 SURVEY OF AFRICAN AMERICAN PUBLIC ADMINISTRATORS' OPINION ON WORKFORCE 2000 AND PUBLIC ADMINISTRATION EDUCATION**

Dear Public Administrator:

The Center for Governmental Services is conducting a survey of the African American public administrators. The purpose of this survey is to learn more about the opinion of these administrators about projected cultural diversity in Workforce 2000 and to obtain their suggestions about promoting cultural diversity through Public Administration educational programs. The attached questionnaire has been prepared to obtain your personal views about how the MPA programs may contribute toward an effective culturally diverse workforce in local, state and federal public services by the year 2000. A postpaid envelope is enclosed for your response. Should you have any questions about this survey, please call me at (812) 237-2430 or Mary Richmond (the Center Secretary/Librarian) at (812) 237-2436.

The results of this survey will be reported in aggregate numbers and will not identify individuals surveyed or their agencies. This survey will be disseminated as a research report to the Departments/Schools of Public Administration. Should you like to obtain the results of this survey, please ask us for a copy. Thank you for your cooperation.

Sincerely,

M. K. Mohapatra, Ph.D.,
Professor of Political Science
Director, Center for Governmental Services
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**A 1995 SURVEY OF AFRICAN AMERICAN PUBLIC ADMINISTRATORS' OPINIONS ON WORKFORCE 2000 AND PUBLIC ADMINISTRATION EDUCATION**

1. How familiar are you with the MPA programs offered by the universities that are located in your area?

   ☐ Very familiar ☐ Somewhat familiar ☐ Not familiar

2. Do the departments or schools of Public Administration offering MPA programs in your area occasionally consult with you about their program development, placement assistance, guest lecturing, or adjunct teaching opportunities? If yes, please describe briefly any assistance that you may have given to these programs in recent years.

3. How familiar are you with current writings about "Cultural Diversity projected in the workforce: 2000"? (e.g. Hudson Institute's study titled Workforce 2000, 1987)

   ☐ Very familiar ☐ Somewhat familiar ☐ Not familiar

   Comments: _____

4. Is your agency developing any specific plans to manage the culturally diverse workforce of the year 2000? If so, briefly describe below elements of the plans that you think are important.

5. In your opinion, how important should it be for public administrators to develop special competencies in managing a culturally diverse workforce?

6. In your opinion, what special knowledge and skills are needed by individual administrators in managing a culturally diverse workforce in your agency?

7. In your opinion, how important should it be for the Graduate schools/departments of Public Administration offering MPA (Master of Public Administration) degrees to recruit, educate and graduate qualified students belonging to the following groups in response to workforce 2000? [check as appropriate for each group.]

| Groups | Very Important | Somewhat Important | Not Important | Comments |
|---|---|---|---|---|
| Women | | | | |
| Native Americans | | | | |
| African Americans | | | | |
| Asian Americans | | | | |
| Hispanics | | | | |
| Disabled | | | | |
| Other groups (specify) | | | | |

Your other general suggestions relating to the recruitment, retention and graduation of culturally diverse students in Public Administration graduate programs (if any).

8. **Listed below are some general managerial competencies that have been considered as important for public administrators. In your personal opinion, how important would these be for the public administrators supervising the employees in workforce 2000? [check each item]**

| Managerial competencies for Public Administrators | Very Important | Somewhat Important | Not Important |
|---|---|---|---|
| Assertiveness | | | |
| Building teamwork in the work group | | | |
| Commitment to democratic values | | | |
| Counseling and disciplining employees | | | |
| Designing research studies or program evaluations | | | |
| Developing monetary budgets | | | |
| Evaluating employee productivity | | | |
| Influencing superiors and peers | | | |
| Interpersonal communication | | | |
| Knowledge of legal processes | | | |
| Knowledge of managerial ethics | | | |
| Knowledge of participative decision-making | | | |
| Managing conflict in the work group | | | |
| Managing diversity in the workplace | | | |
| Mentoring employees in career development | | | |
| Presentation skills | | | |
| Problem solving and decision making | | | |
| Representing your agency to external constituencies | | | |
| Time management skills | | | |
| Understanding the social and political environment | | | |
| Using computer packages (e.g., spreadsheets, data bases, Internet, webpages) | | | |

**Your additional comments, if any, about managerial competencies needed by public administrators in the year 2000.**

9. Culturally diverse employment is on the rise in many public agencies. Listed below are some strategies that may be used to develop managerial competencies among the women or minorities for higher level positions. Based upon your own experiences in dealing with employees indicate how effective, you think, each of these strategies are. Please feel free to add to this list any additional strategies that you feel might be useful.

| STRATEGIES | Very Effective | Somewhat Effective | Not Effective |
|---|---|---|---|
| A. Encourage them to participate in-house leadership training program. | | | |
| B. Encourage them to enter university-based managerial degree programs (e.g., MPA, MBA, MSW). | | | |
| C. Encourage them to join in-house public management training programs (workshops). | | | |
| D. Providing them with informal on-job training to develop managerial competencies. | | | |
| E. Developing in them general political sensitivity. | | | |
| F. Encourage them to join professional groups and attend meetings/workshops organized by these groups. | | | |
| G. Encourage them to establish political contacts outside the agency. | | | |
| H. Mentoring them about career development options in the public sector. | | | |
| I. Assist them in networking with other minority/women employees. | | | |
| J. Recommend to them reading of professional periodicals in their field of work. | | | |
| K. Encourage them to develop their public relations/presentation skills. | | | |
| L. Encourage them to develop their global perspectives through readings of international issues. | | | |
| M. Encourage them to look for managerial jobs at other levels of government (e.g. state/federal). | | | |
| N. Encourage them to look for managerial jobs outside the public sector (e.g. private/non-profit). | | | |
| Your additional comments, if any, about developing managerial competencies among the women and minority employees. | | | |

10. Here is a sampling of specific academic programs that are being planned and/or implemented by the university-based Schools/Departments of Public Administration offering MPA programs to improve cultural diversity in the public services. In your opinion, how effective would these programs be in providing culturally diverse managerial workforce for public agencies of the year 2000? [check each item]

| Types of Special Programs in Schools/Departments of Public Administration | Very Effective | Somewhat Effective | Not Effective | Your Comments |
|---|---|---|---|---|
| Developing curricular material for all MPA students designed to emphasize sensitivity toward multi-cultural society. | | | | |
| Reaching out to recruit, retain and graduate qualified pre-service African-American (and other minorities) women students in the MPA program. | | | | |
| Recruiting qualified minority/women employees currently working in public agencies to join MPA programs as part-time students. | | | | |
| Providing specialized workshops on management topics designed to develop leadership skills among women and minority public employees currently holding non-managerial positions. | | | | |
| Providing an opportunity for minority/women students in the MPA programs to contact high-level women/minority government agency officials for career counseling. | | | | |
| Establishing faculty/student exchange program with historically black colleges and universities (HBCUs). | | | | |
| Scheduling presentations of high level minority/women officials to small groups of minority/women students currently enrolled in MPA classes about career opportunities in public service. | | | | |
| Encouraging qualified women/minority MPA students to join Ph.D. programs. | | | | |
| Providing information to minority/women MPA students about successful role models of Public Administrators. | | | | |

11. In your opinion, what other programs can be developed by the Schools/Departments of Public Administration in developing the managerial skills and knowledge of minority and women MPA students?

_____

_____

_____

_____

## BACKGROUND DATA

(For statistical purposes only)

12. Number of full-time employees in your agency (check as appropriate):

☐ less than 25 ☐ 26-100 ☐ 101-200 ☐ 201-300 ☐ more than 300

13. Type of your agency: ☐ Federal ☐ State ☐ Local ☐ other (specify) _____

14. Your formal title in the public agency: _____

15. Your educational background:

General Education
(Please check highest degree received)

☐ High School or less _____
☐ Bachelor's _____
☐ Master's _____
☐ Ph.D/DPA _____
☐ MD _____
☐ JD/LL.B. _____
☐ Other (specify)

Public Administration Education (Please indicate university's name: optional)

☐ BA _____
☐ MPA _____
☐ DPA _____
☐ Workshops/seminars, etc._____
☐ CPM(Certified Public Mgmt) Training _____
☐ No special education in Public Administration

16. If you have attended any historically black colleges [HBCUs]], write the name of the institution here _____.

17. Your current memberships in three major professional organizations (list):

1. _____ 2. _____ 3. _____

18. Gender ☐ male ☐ female

19. Your total years of service with government agencies: ☐ Five years or less ☐ 6-10 yrs ☐ 10-15 years ☐ 16-20 years ☐ 20 + years

20. Nature of your present appointment:

☐ Elected official
☐ Political Appointee
☐ Merit system employee
☐ Other specify _____

21. Do you have any other general comments about the barriers to professional advancement for minorities and women employees in government agencies? How can individual employees overcome these barriers?

_____
_____
_____
_____

21. Sometimes minorities/women employees may be placed in managerial positions mainly due to Affirmative Action programs, but may lack prestige or influence in the agencies. How can these managers be more effective by acquiring prestige and influence in agencies?

_____
_____
_____
_____

**The Center for Governmental Services wishes to thank you again for taking enough of your time to complete this questionnaire. The information obtained from this study will enable us to continue providing public service education of the highest quality to develop managerial workforce for workforce 2000. Should you need a copy of the results of this survey, contact Mary Richmond, (812) 237-2436 or write to Center For Governmental Services, Indiana State University, Terre Haute, Indiana 47809.**